Oldham Metropolitan Borough Council
Job description

Job title	Advisory Specialist Teacher of the Deaf (QToD)
Directorate	Children & Young People
Division	Early Years, Education & Skills: SEND & Inclusion Service
Grade	MPS/ UPS + TLR 2a or 2b dependent upon qualifications And experience.
JE	2734

Job Purpose

1. To ensure the best possible outcomes for children and young people with a HL aged 0 – 25, through work with officers, agencies, schools, families and CYP where HLt is a factor.
2. To work across a variety of settings, through a peripatetic/outreach model, be part of a team committed to providing high quality support to children and young people with HL across the borough.
3. To support effective relationships, working closely with families, which may include home visits and supporting them through early identification and intervention.
4. To participate as a team member in the operation, promotion, evaluation, and development of the Sensory and Physical Support Service and its provision for CYP with sensory impairment within the wider SEND team.
5. Implement creative ways to work with children and families to removing barriers for them so that they can learn, develop, and reach their full potential.

Key tasks

1. To maintain and promote high aspirations for CYP with a HL and work towards enabling the CYP to achieve the best possible outcomes.
2. To deliver and model high-quality specialist teaching for CYP with a HL.
3. To prepare and develop service materials and resources for children and young people with sensory impairment.
4. To assess the functional language of CYP and to provide information on the impact on curriculum access and learning.
5. To maintain a teaching/school support caseload in connection with the assessment, support and provision of children and young people with sensory needs.

6. To provide specialist advice, guidance, and direct teaching to CYP, schools/settings, families, and other agencies with respect to CYP with a hearing loss (HL). This will include effectively identifying and meeting the needs of CYP with a HL.
7. In assessment of children and young people, provide specialist reports and advice as part of the graduated response to assessment and for statutory assessment purposes.
8. To undertake appropriate record keeping including individual child case notes as well as records of work done in line with service protocols.
9. To work across a range of settings including, but not limited to, homes, nurseries, and schools, to support CYP with a HI from 0-25.
10. To contribute to the development and delivery of INSET to schools and settings.
11. To undertake any work which may reasonably be requested by the Sensory Lead.
12. When qualified as a specialist QToD and on the Upper Pay Scale, there will be an expectation that the staff member will have a service curriculum responsibility agreed with the Sensory Lead.
13. To promote and maintain effective and positive communication and liaison with all relevant agencies.
14. To reflect on and evaluate own practice to improve effectiveness.
15. To contribute to and support team and Directorate policies, strategies, and projects.
16. To promote the implementation of agreed equal opportunities, customer care, health and safety and partnership policies.
17. Support schools and settings to meet the requirements of the SEND Code of Practice, by providing specialist assessments and observations in order to inform appropriate learning objectives, targets and strategies for individual children and young people.
18. To facilitate inclusion of pupils into their local education setting through early intervention, effective use of technology and capacity building in schools and settings which removes the potential barriers to learning.
19. To promote opportunities for children and young people to be actively involved in decisions affecting them.
20. To promote the involvement of parents and carers in decisions and interventions involving their children and young people.
21. To ensure effective communication and actively promote partnership working with pupils, partners, and stakeholders to support improvement in service delivery which takes account of the diverse needs of sensory service users and their local context.
22. To contribute to the ongoing service development of the SEND & Inclusion Service.

Standard Duties
1. To actively promote the equalities and diversity agenda in the workplace and in service delivery.
2. To uphold and implement policies and procedures of the council; including customer care, data protection, ICT, finance and health and safety policies.
3. To actively engage with the behaviours and values of the council to promote and support our co-operative Agenda.
4. To undertake continuous professional development and to be aware of new developments, legislation, initiatives, guidelines, policies, and procedures as appropriate to the role.
5. Undertake any additional duties commensurate with the level of the post.

Contacts:

- Children, young people and familes
- Head teachers, SENCOs, teachers, teaching assistants and other personnel in schools
- Voluntary and private sector colleagues
- Council employees
- Health and Social Care colleagues

Relationship to other posts in the department
Responsible to: Sensory Lead
Responsible for: Teaching Assistants with HL specialism

Special conditions
• DBS enhanced • Car User Allowance

Status	Date	Name	Post title
Prepared	03/07/25	Kay Davies	Sensory Lead Hearing Impairment
Reviewed	16/09/26	Kay Davies	Sensory Lead – Deaf and Hearing Support Team
Reviewed			

Oldham Metropolitan Borough Council
Person specification

Job Title: Teacher of the Deaf

Area	Essential	Desirable	Assessed
Education & Qualifications	Qualified Teacher status (QTS). Qualified Teacher of the Deaf mandatory qualification or willingness to train and qualify within 3 years of appointment. Or appropriate training in the field of physical disability. Minimum qualification in BSL Stage 1 or equivalent and BSL stage 2 or willingness to attain.	Further qualification in SEND	A
Experience	Teaching experience across the ability range. Working with parents/carers to support children and young people into education, i.e. supporting transitions. Experience of working with children with sensory impairment or physical disability across the age and ability range. Experience of multi-professional working.	Coproduction with parents/carers in reviewing and developing provision.	A/I
Skills and abilities	Excellent communication skills both written and oral being able to communicate effectively with a range of audiences. Effective relationship building with, SENCos, teachers and support staff. Effectivly supporting inclusion of children and young people in partnership with families.	Effective team and interagency working across education, health and social care.	A/I
Knowledge	Significant knowledge of evidence based best practice in at least one area of		A/I/P

	sensory impairment or physical disability in relation to teaching, learning and inclusion of children and young people with a sensory impairment 0-25. An understanding of the range of strategies and interventions in at least one area of sensory impairment or physical disability required to ensure good outcomes for children with a sensory impairment. An understanding of the key aspects of safeguarding and health and safety. Knowledge and understanding of legislation, policy and practice relating to children and young people with sensory impairment and physical disability.		
Commitment	Commitment to personal and professional development of self of and staff. Punctuality and regular attendance. Ability to visit all the council's premises and sites as well as educational establishments. Must be prepared to meet deadlines and to attend evening meetings as required.		A/I/R

Abbreviations: Application Form; A; Interview; I, Assessment Centre; AC, Test; T, Presentation; P, References; R

NB: Any candidate with a disability who meets the essential criteria will be guaranteed an interview